

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • T-1

MATERIALS

Reading
 Passage:
 Part 1 (2 copies)

Timing device;
 Graph

Reading
 Passage:
 Part 2 (2 copies)

Game cards;
 Game boards

Introducing the Passage



5 minutes

Read part 1 of the passage *Drums and Drumming* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage. Read the passage again, having the child read along with you. If he/she has difficulty reading along, slow the pace or read a small chunk (one or two sentences), and then have the child read that chunk with you. Continue reading smaller chunks until you and the child have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 130 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following questions:

What kind of instruments are drums? (percussion instruments)

Which drums look like bowls? (kettle drums)

What is the skin on a drum called? (the drum head)

If time permits, repeat the steps above using part 2 of the passage, *Drums and Drumming*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Place the cards face down in a stack. Take turns selecting a word card and reading the word. Each player who has the word on his/her game board is to draw an X through the word. The first player to fill the game board with Xs wins the game. Repeat the game as time permits.

Part 1

People all over the world have made and used drums. Drums are percussion instruments, instruments that must be hit in order to create rhythmic sounds and patterns. Drums have a hollow body and a head made of skin or another material stretched across an opening.

Some drums are shaped like cylinders and have a head at each end. Drummers hit the top head with their bare hands or with drumsticks. The bottom head helps the sound bounce around inside the drum.

Some drums are shaped like bowls or kettles. Early kettledrums were made of a clay or wooden bowl, which could be small or very large. A single drumhead was stretched over the opening.

By the 1600s, this type of drum was being used in symphony orchestras as a musical instrument. Kettledrums, or timpani, are still used in modern symphony orchestras. They are usually made out of brass or copper.



A young girl enjoys listening to drumming.

Part 2

The djembe (JIM-bay) is a hand drum used by people throughout Africa. 11
 This drum is formed from a hollowed-out log. It is shaped like a drinking 26
 goblet—wide at the top and narrow at the bottom. 36

Bongo drums are used in Latin American music. Bongo drums are shaped 48
 like a cylinder that is thinner at the bottom. Bongos are held between the 62
 knees and are played sitting down. The single drumhead can be hit with 75
 the hands or fingers. 79

Japanese Taiko (TY-koh) drums are usually carved from a single log. Some 90
 of these drums are gigantic. A Taiko drum can be bigger than the person 104
 who is playing it. Taiko drummers have to train hard to become members 117
 of drum groups. 120

The modern drum set is made up of drums, pedals, stands, and cymbals. 133
 The modern drum set came about as jazz music developed in the 145
 United States. 147

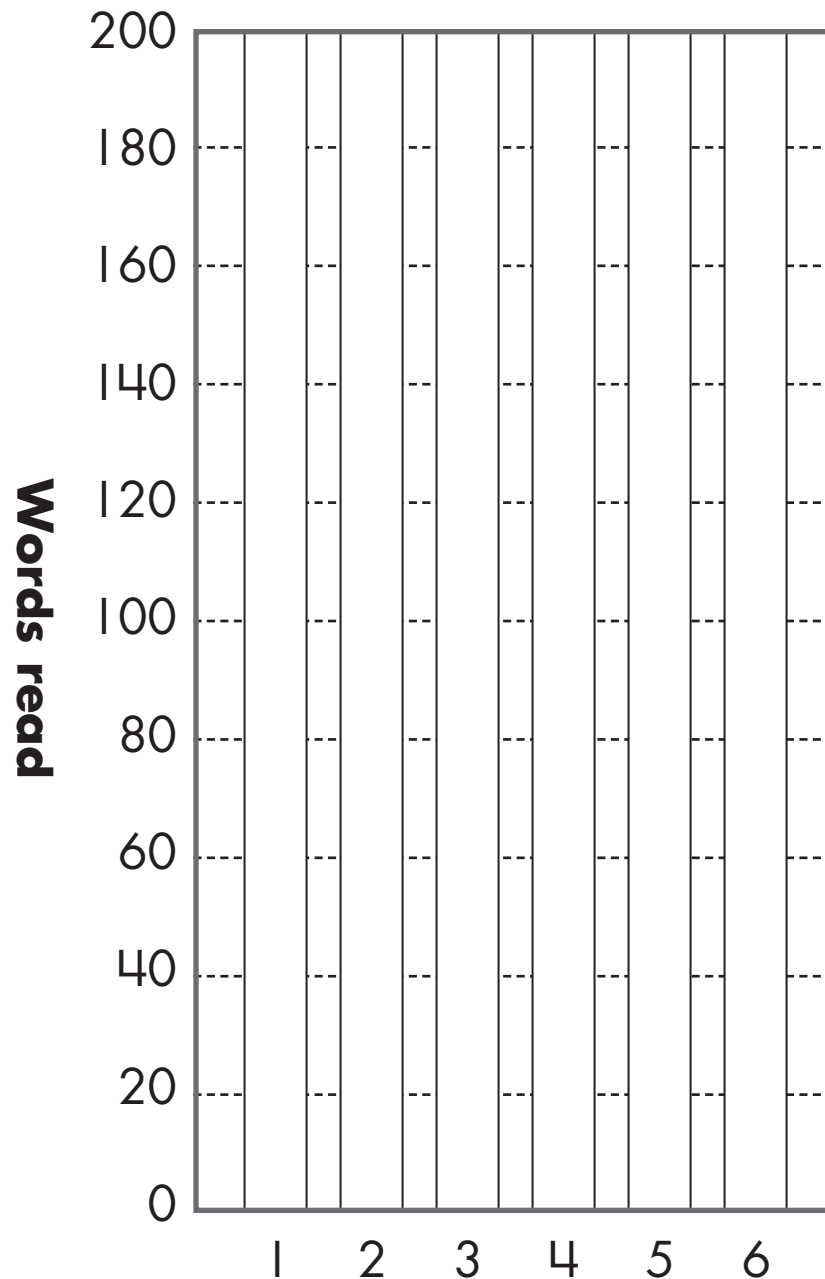


Fluency

Repeated Reading Bar Graph

Lesson T-1

Name _____ Date _____



Number of errors: _____

1 2 3 4 5 6



percussion	drums	instrument	rhythmic
patterns	hollow	material	stretched
cylinders	drummers	drumsticks	bounce
kettles	drumhead	single	symphony
orchestra	modern	timpani	copper

percussion	patterns	cylinders	kettles
orchestra	drums	hollow	drummers
drumhead	modern	instrument	material
drumsticks	single	timpani	rhythmic

copper	rhythmic	drumsticks	instrument
material	timpani	symphony	modern
drumhead	hollow	single	drums
bounce	orchestra	stretched	drummers